Hebburn Lakes Primary - Annual Governance Statement 2025-26

The Governing Board of Hebburn Lakes Primary School works collaboratively with the Headteacher and Senior Leadership Team to promote and maintain high standards of educational achievement. Our core statutory functions are:

- To ensure clarity of vision, ethos, and strategic direction, rooted in our local context of disadvantage and high SEND needs.
- To hold the Headteacher to account for the educational performance of the school, its pupils, and the performance of staff.
- To oversee the financial performance of the school, ensuring funding is used effectively—particularly regarding our specialist resource bases and vulnerable cohorts—to secure value for money.
- To ensure the school delivers an ambitious, inclusive curriculum tailored to the needs of all pupils, promoting the highest levels of success and achievement.

As a result of their work the Governing Board of Hebburn Lakes continually seeks to improve the educational provision provided at the school. We take a holistic outlook when considering the development of all of our pupils to ensure they make maximum progress from their individual starting points. We strive to work closely with the Head Teacher, Senior Leadership Team and all members of staff to constantly improve and develop the school further. The relationship between the Governing Board, the Senior Leadership Team and staff is based on trust, respect and support. As a result, we have a shared vision and want:

Hebburn Lakes Primary to be a happy, successful, supportive school where we aim to be the best we can be. We *take pride in our children learning in a positive, safe and welcoming environment, and through the delivery of a rich and varied curriculum we*: *Work Together setting the highest expectations and levels of respect for each other, Learn Together by having the courage and confidence to take risks and Achieve Together through aspiring to be the best we can be throughout our journey to become independent lifelong learners.*

Assessment of the impact of the Governing Board during 2025/26

This impact statement provides an overview of the positive outcomes achieved over the academic year 2025-26 and highlights the next steps for continued school improvement. The objective is to review the progress made in academic achievement and personal development in line with the school's vision and priorities, and the expectations set out by the most recent Ofsted inspection.

Key actions / impact:

Embed effective foundational skills for writing across the Reception curriculum.

Statutory Attainment & Cohort Trajectory

Benchmark	Baseline (Entry)	Final Outcome	School Target	Evaluation
Good Level of Development (GLD)	34%	70%	69%	Target Met (+1% Exceeded; +36% Progress)

Accelerated Cohort Progress: Governors verified that targeted daily interventions, refined continuous provision, and data-driven instruction enabled a 36 percentage point growth from baseline entry to end-of-year statutory reporting.

Quality of Education: Foundational Writing & Adaptive Provision

Governors reviewed classroom evidence and assessment data, confirming that structural changes directly improved transcription, composition, and independent writing capabilities:

- High-Quality Transcription & Handwriting: The introduction of a stage-specific handwriting progression resulted in 66% (two-thirds) of the Reception cohort successfully reaching Stage 4 of handwriting development by the Spring/Summer term.
- Data-Driven Adaptive Teaching: Staff utilised Autumn Reception Baseline Assessment (RBA) data and mid-year reviews to deploy fluid, stage-based groupings focused on specific fine motor and phonetic development needs.
- Precision Interventions: Daily, high-impact interventions (small groups of 2–4 children) successfully closed phonetic gaps, while systematic *TalkBoost* analysis directly targeted and improved early spoken language skills.
- Continuous Provision & Transition: Embedded writing opportunities across indoor and outdoor environments enabled children to transition independently to learning journals and English exercise books, demonstrating increasing success in basic sentence construction.
- Cross-Phase Moderation: Structured cross-moderation between Nursery and

Reception staff standardised assessment accuracy, ensuring developmental barriers are identified and understood prior to Key Stage 1.

Environment & Behaviour for Learning (BfL)

Governors monitored actions taken by the Early Years Lead and Assistant Headteacher to address baseline communication and self-regulation barriers:

- Shared Expectations & Relational Coherence: Embedded child-friendly visuals, explicit vocabulary, and relational Recognition Boards across classrooms.
- Environmental Optimisation: Strategic restructuring of the outdoor learning environment directly reduced low-level incidental disruptions, fostering greater active listening, engagement, and self-regulation during independent play.

Governors' Evaluation of Strategic Priorities for Next Academic Year

To maintain this momentum and secure high-attaining transitions into Key Stage 1, governors support the following leadership next steps:

- Staff Induction & CPD: Deliver immediate Behaviour for Learning (BfL) and data-driven instruction CPD for all staff new to the Early Years team.
- Rapid Autumn Launch: Initiate "stage-not-age" handwriting assessments, small-group phonics, and *TalkBoost* interventions rigidly by Week 3 of Autumn 1.
- Key Stage 1 Alignment: Progressively mirror Year 1 independent writing resources by the end of Summer 1 to guarantee a seamless, high-attaining transition into Year 1.

Ensure adaptive teaching strategies are embedded across all phases so that middle attaining pupils are effectively supported to achieve age-related expectations, while ensuring the most complex learners' needs are met and appropriate stretch and challenge for the most able.

Classroom Practice & Professional Development Impact

Governors tracked the effectiveness of strategic CPD investments and observed significant, embedded improvements in daily classroom practice across all phases:

- Embedding Formative Assessment: Whole-class mini-whiteboard checks and retrieval-based starters were established across key stages, leading to higher pupil engagement and stronger retention of core foundational skills.
- Responsive Scaffolding (AfL): Staff refined their live Assessment for Learning (AfL) techniques, allowing them to identify misconceptions immediately and adjust instruction within lessons. The appointment and work of Adaptive Teaching

Champions successfully introduced hinge questioning across subjects.

- Inclusion & Curriculum Access: Scaffolds such as tailored word banks and colored paper became standard practice across Foundation subjects, improving curriculum access and supporting complex learners and pupils with SEND.
- Writing Improvements: Following subject-specific CPD led by the English Lead on sentence-level writing, staff immediately embedded these strategies into daily literacy lessons.

Pupil Progress & Cohort Outcomes

Governors reviewed end-of-year data and verified that targeted interventions and adaptive teaching directly drove measurable pupil progress:

Key Outcome Measure	Previous Year Result	Benchmark / Impact Comparison
Year 1 Phonics Screening	74% (78% excluding base)	Established a strong baseline across the cohort
Year 2 Phonics (Cumulative)	90%	+5% improvement compared to the 2025 academic year
Lightning Squad Reading	Significant progress recorded	End-of-year reading assessments confirmed accelerated growth

- Phonics Upskilling: Partnership work between the Phonics Lead and a Sounds Write coach successfully trained all support staff. This targeted capacity-building directly underpinned the 5% year-on-year increase in Y2 cumulative phonics attainment.
- Strategic Expansion in Reading: Governors noted the strategic decision to train an additional LKS2 staff member in *Lightning Squad*. Expanding the program to cover Year 3 as a whole cohort ensured consistent intervention delivery and measurable gains in Key Stage 2 reading assessments.

Evaluation of Strategic Transition into the Current Year

Based on the review of the previous year's impact, governors validated the following key priorities moving forward into the current academic year:

- Targeted SEND CPD: DHT and AHT to lead specialised adaptive teaching modules focused directly on meeting the needs of complex SEND learners.
- Whole-School Reading Strategy: Launching R.E.A.D.S as a unified, whole-school framework to build on the previous year's reading gains.

Continue to focus on the improvement needed in outcomes in Maths, with a particular focus on Key Stage 2

During the previous academic year, governors prioritised the monitoring and evaluation of Mathematics across the school, with a targeted focus on accelerating progress and raising attainment across Key Stage 2. Through robust monitoring—including learning walks, book scrutinies, and external validation—governors have verified that structural changes to basic skills, refined ability grouping, data-driven interventions, and enhanced staff CPD have established consistency in line with the Hebburn Lakes Way.

Crucially, end-of-key-stage data confirms the success of these strategic actions: outcomes in Mathematics at the end of Key Stage 2 rose significantly by 23% at Age-Related Expectations (ARE) and by 8% at Greater Depth (GD), successfully meeting the targets set by governors and the leadership team.

Pupil Attainment & Key Stage 2 Outcomes Impact

Governors evaluated final end-of-year statutory data against set school improvement targets:

Key Outcome Measure	End of KS2 Achievement	Impact & Target Evaluation
Age-Related Expectations (ARE)	+23% Increase	Target Met – Substantial growth across middle-attaining cohort
Greater Depth (GD)	+8% Increase	Target Met – Successful stretch for high-attaining pupils

Year 6 Practice SATs Trajectory	Steady, continuous growth	Scaled scores increased consistently across 3 practice papers

Curriculum Restructuring & Interventions Impact

Governors tracked key structural changes implemented to secure core foundational fluency and address gaps in Key Stage 2:

- Basic Skills & Targeted Interventions: Dedicated basic skills sessions (2x 45 minutes weekly) were successfully established alongside three assembly-time, teacher-led interventions. This provided explicit, focused teaching time for target middle-attaining pupils and those working toward Greater Depth, directly contributing to the +23% ARE and +8% GD gains.
- Flexible Ability Grouping: Ability groups were embedded and monitored effectively. In Year 6, four flexible groups allowed pupils to fluidly move based on dynamic needs, while Year 5 (3 groups) and Year 2 (3 groups focusing on core foundational skills) ensured provision was tailored to meet the differing needs of children..
- Key Stage 2 SATs Preparation: Year 6 booster sessions initially targeted low/middle-attaining pupils before expanding to the entire cohort in Spring 1. Governors reviewed tracking across three SATs practice papers, confirming a steady, measurable increase in scaled scores across all attainment groups.

Quality of Teaching, CPD & Formative Assessment

Governors evaluated the direct impact of professional development on daily classroom delivery and teacher precision:

- Reasoning, Problem-Solving & Literacy in Maths: Explicit reasoning and problem-solving lessons were mandated weekly across KS1/LKS2 and twice weekly in UKS2. The RUCSAC method and newly introduced Problem-Solving Mats provided pupils with a clear, linear structure for complex word problems, targeting mathematical literacy.
- Concrete, Pictorial, Abstract (CPA) Approach: Following staff Twilight sessions on manipulatives, learning walks confirmed staff are increasingly confident in selecting year-group-appropriate manipulatives to support both middle-attaining and complex learners.
- Data-Driven Assessment (Testbase & QLA): Staff CPD on Testbase

Question-Level Analysis (QLA) eliminated key gaps—ensuring pupils were systematically exposed to multi-step and missing-number questions. Standardised scores from Testbase provided streamlined formative assessment that closely aligned with teacher judgments.

- Planning Booklets & Consistency: Weekly annotated Maths planning booklets were embedded across all key stages, providing thoughtful teaching sequences and live reflections. These were validated through learning walks and moderation, with adaptations (e.g. in SRB) effectively supporting mixed-year planning.

Leadership & External Validation

- External Learning Walk Validation: An external learning walk (07/01/2026) with the SIP validated positive, aligned progress across EYFS, KS1, and KS2. Key strengths identified included clear mathematical vocabulary, effective use of retrieval "flashbacks," live adaptive teaching, and real-time formative assessment strategies (e.g., mini-whiteboards, exit tasks, "Odd One Out").
- Addressing Inconsistencies: Leadership proactively identified teaching inconsistencies between specific Year 1 and Year 4 staff, putting targeted support in place to maintain high expectations across all classes.

Strategic Transition into the Current Academic Year

Based on data analysis showing that reasoning, problem-solving, and mathematical literacy remain priority development areas—alongside early foundation skills—governors validated the following strategic next steps for the current year:

- Early Years & KS1 Foundations: Formal application submitted for the Mastering Number program to secure core early maths skills in Reception and Key Stage 1, establishing strong foundations prior to Key Stage 2.
- Parental Engagement & Subject Profile: Elevate the profile of Mathematics across the school community from September 2026.

Address the need to improve the accuracy and use of assessment across the school to ensure it reliably informs planning, identifies gaps in learning—particularly for middle attaining and vulnerable pupils—and drives targeted teaching to improve outcomes.

Enhancements in Assessment & Tracking

Governors tracked the implementation of new assessment frameworks to ensure data reliability and triangulation:

- TestBase & Gap Analysis: TestBase assessments in Reading, SPaG, and Mathematics were embedded across the school. Inputting scores into Merit enabled teachers to conduct precise Question-Level Analysis (QLA) to adapt daily planning and targeted 5-minute starters.
- Redesigned Achieve Meetings: Replacing traditional prediction meetings, collaborative "Achieve Meetings" were established to evaluate every child simultaneously. Teachers demonstrated high levels of preparation, clearly articulating individual barriers to learning so SLT and staff could co-construct adaptive teaching strategies.
- Flight Path Cohort Spreadsheets: Comprehensive tracking spreadsheets were deployed to monitor every pupil across the year, enabling swift identification and support for any child deviating from their expected progress trajectory.
- Internal Writing Moderation: English Lead-led moderation using new writing assessment sheets and exemplification materials standardised teacher judgments, eliminated discrepancies, and provided clear next steps for pupils to reach Age-Related Expectations (ARE).

Targeted Interventions & Year 6 Strategy Impact

Governors reviewed the operational deployment of resources to accelerate progress for target groups:

- Year 6 Capacity & Interventions: Strategic deployment of an additional supply teacher in Year 6 afternoons released an experienced Y6 teacher to deliver 1:1 and small-group interventions in Reading, Maths, and SPaG.
- Weekly High-Priority Tracking: Weekly Year 6 progress and attendance tracking, combined with rigorous paper gap analysis, directly underpinned performance, resulting in 100% of Year 6 pupils achieving positive progress from their starting points - based on standardised scores.
- Targeted Year 1–5 Interventions: Gap analysis directly informed precision interventions across lower cohorts, including *Sounds-Write* phonics and teacher-led Maths groups.

Key Stage 2 Attainment & Conversion Outcomes

Governors evaluated the end-of-key-stage data, confirming that rigorous tracking and targeted teaching successfully drove strong conversion rates from Key Stage 1 baselines:

- Writing Stability: 97% of pupils who achieved Expected Standard at KS1 maintained or exceeded this benchmark at the end of KS2, alongside a 33% conversion rate from Towards Expected Standard (WTS) to Expected Standard (EXS).
- Maths & Reading Conversions: Strong maintenance of Expected Standards in Maths (84%) and Reading (81%), with notable progress made in converting

lower-attaining KS1 pupils into passing Key Stage 2 benchmarks (Reading 35%, Maths 17%).

Strategic Priorities & Governors' Evaluation of Next Steps

While acknowledging the success of assessment precision across Reading, Writing, and Mathematics, governors support the following strategic priorities based on recent gap analysis:

- Morphological Spelling Focus: Address spelling as a core foundational weakness identified through internal writing moderation and gap analysis. Move beyond scheme-level pattern coverage to explicitly teach base-word morphology and specific spelling rules.
- Sustaining Precision Interventions: Continue utilising Merit gap analysis and TestBase data in spring term Achieve Meetings to maintain the trajectory of middle-attaining and vulnerable pupils.
- Refining Progress Flight Paths: Continuously triangulate TestBase standardised scores against teacher judgments to maintain accuracy ahead of national reporting.

To move towards the implementation of a consistent, school-wide Relationships Policy that continues to support the strong behaviours and attitudes demonstrated by the children of Hebburn Lakes.

Practice Implementation & Cultural Impact

Governors tracked the operational roll-out of relational strategies and verified positive changes in classroom environments and family engagement:

- Recognition Boards: Staff feedback highlights that recognition boards effectively promote positive role models and eliminate "naming and shaming." They provide essential visual and auditory cues for pupils requiring extra guidance.
- Proactive Engagement Routines: The Meet and Greet strategy remains fully embedded across all classes, securing a calm, welcoming start to the day and optimising pupils' readiness to learn.
- Family Communication Loop: Consistency has improved through regular postcard distribution and weekly phone calls home, proactively addressing strengthening parent-school partnerships.
- Staff Upskilling & Leadership Support: All staff and the Senior Leadership Team (SLT) completed dedicated CPD on the whole-school policy. Individual coaching conversations and reminders from leadership have resolved implementation queries and reinforced staff buy-in.

Professional Development, Policy Launch & Curriculum Restructure

Policy Approval & Launch Strategy: Following active staff engagement and trialing of inclusive classroom strategies during Summer term, governors formally approved the Relationships Policy. The policy will be issued during the Autumn INSET day, ensuring it continues to be embedded across the next academic year.

- Embedding Core Values (The "3 Rs"): Pupil understanding will be established through structured whole-school assemblies during the first three weeks of September, embedding the core language of Respect, Resilience, and Responsibility.
- Personal Development Curriculum Restructure: Governors agreed to transition traditional "Golden Time" into a structured Personal Development Curriculum. Final implementation timetables and rationales will be finalised at the September SLT meeting to guarantee school-wide consistency.
- Data on behaviour incidents in school is reported to governors on a termly basis. Governors ensure they understand the actions taken by Senior Leaders to address any patterns or areas of concern.

Governors' Evaluation of Monitoring & Quality Assurance

To secure full school-wide embedding and long-term sustainability, governors have established a rigorous termly monitoring cycle with SLT:

- Classroom Quality Assurance: SLT will execute regular drop-ins, learning walks, and termly behavior audits to evaluate the consistent application of recognition boards, restorative conversations, and proportionate consequences.
- Data-Driven Governance: Governors will receive termly reports tracking key impact metrics—including recognition board usage, restorative meetings, sanctions issued, pupil voice, and parental feedback—to identify coaching needs and refine routines.
- Induction & Continuous CPD: Relational practices will be reinforced through half-termly coaching visits, staff briefings, and a dedicated induction package (including modeling and restorative prompts) for all new staff.

In addition, governors also worked to:

<u>Fill Governing Board Vacancies</u>
The Governing body worked hard to ensure that vacant posts on the Board were filled. In doing so they carried out an analysis of the skills currently represented and those which they would like to be represented. The Chair met with prospective co-opted governors and ensured that the school followed a rigorous process during the appointment of the parent governor.

As a result a new parent and co-opted governor were appointed to the board.

Supporting the Well-being and Workload of Leaders and Staff

Governors acknowledge that delivering high-quality education and specialist support in a context of significant disadvantage places continuous demands on the Headteacher, senior leaders, and staff team. Throughout the year, the board has actively prioritised the well-being and workload of school leaders, conducting regular check-ins and ensuring a range of support mechanisms are in place. By maintaining a healthy balance of high challenge and compassionate support, governors ensure that leadership capacity remains resilient, enabling staff to sustain their focus on driving school improvement while maintaining their own physical and mental well-being.

Attendance, Behaviour and Pupil Well-being

Governors recognise that high attendance and exemplary personal development are fundamental prerequisites for academic achievement, particularly for our disadvantaged and SEND pupils. Throughout 2025–26, the board has maintained rigorous oversight of attendance data, working alongside school leaders to monitor trends, analyse persistent absence figures, and evaluate the impact of targeted family support. By closely tracking the implementation of our relational behaviour policy and personal development curriculum, governors ensure that Hebburn Lakes remains a safe, welcoming, and inclusive environment where every pupil is supported to attend regularly, engage fully, and thrive.

Secure Financial Stability - SEND Provision

Amid ongoing financial constraints, governors are actively working to ensure the long-term financial stability of the school. We are collaborating closely with the Headteacher to evaluate the financial implications of our specialist Enhanced SEND provision as external funding phases out. This provision is vital for delivering targeted, inclusive support to our 19 pupils with primary SEMH needs and other vulnerable learners, reflecting our unwavering commitment to inclusion. Governors remain resolute in identifying creative budgetary solutions to protect and maintain this critical provision.

Key issues for Governors in 2025/6

Area	*Target*	*Link Governor*
Curriculum & Teaching / Achievement	Ensure a consistent, high-quality approach to reading across all key stages by embedding the READS framework—prioritising reading automaticity and speed—while delivering targeted, evidence-based interventions to ensure pupils below age-related expectations make rapid progress toward age-appropriate fluency.	Jenny Dunthorne
Curriculum & Teaching /	Successfully introduce and embed continuous provision across Year 2 to remove learning barriers for vulnerable	Steve atcliffe

Achievement	cohorts—ensuring disadvantaged pupils and those with SEND make accelerated progress, reducing attainment gaps by the end of Key Stage 1	
Inclusion	Transform inclusive practice across the school by distributing leadership through trained Inclusion Champions, driving high expectations and termly review cycles that secure at least 80% expected progress for all targeted intervention groups.	Lyndsey Whitehead
Personal Development	Place personal development at the absolute heart of our inclusive school community by establishing precise planning, rigorous tracking, and dedicated timetable space—ensuring 100% of pupils, particularly our disadvantaged cohort and SEND pupils, systematically access high-value enrichment and leave prepared for life in modern Britain.	Danny Turnbull
Leadership & Governance	Review the current distributed leadership model to ensure complete subject leader development—extending it to embed the new inclusion strategy—ensuring robust governance oversight, shared accountability, and total inspection readiness across all SDP priorities.	John Pinder